JOURNAL OF EDUCATION.

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CONTENTS—JULY 16, 1925

EDITORIALS
- Youth Sets the Pace 59
- United Effort In Iowa 59
- Kindergartners at Los Angeles 60
- Christian Endeavor Convention 60
- Forty Years of D. C. Heath and Company 60

THE N. E. A.'s NEW PRESIDENT 61
By A. W. Belding

NOTES ON INDIANAPOLIS 62

THE N. E. A.'s NEW EDUCATION BILL 66
By Charl Ormond Williams

MY IMPRESSIONS OF THE INDIANAPOLIS MEETING 68
By Agnes Winn

A FLASHLIGHT ON THE N. E. A. CONVENTION 69
By Olive M. Jones

HOOSIERS AS HOSTS 72
By L. N. Hines

FOUR HIGH SPOTS 74
By E. C. Broome

A VETERAN CONVENTIONER'S VIEWPOINT 74
By A. W. Clancy

AS SEEN BY A CALIFORNIA EDITOR 75
By Arthur H. Chamberlain

SUPERINTENDENTS TOOK ACTIVE PART 76
By S. D. Shankland

CHILDREN OF TODAY THE BEST EVER 77
By Mary McSkimmon

BOOK TABLE 79

EDUCATION IN ACTION 81

Published Weekly (fifty issues a year) by New England Publishing Company, 6 Beacon Street, Boston, Mass. Subscriptions, $3.00 a year. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

Youth Sets the Pace

There is no famous stallion that earns $100,000 a year, more or less, that has made a track record since he was four years old. Man-of-War has never stepped on the track since he was four years old.

That which makes the Derby races so famous is because they are the last race in which any stallion will ever run. For several years the service of the fastest horse at Louisville in May, 1925, will be priced by the record made in the Derby of 1925.

Youth sets the pace in everything. The quality of the schools of 1925 will determine in large measure America's progress from 1935 to 1975.

This is the great outstanding fact which foolish men and women forget who try to have schools meet the ideas of persons long out of school. Boys and girls, while boys and girls, are setting their pace when they are parents and grandparents. Youth sets the pace of progress.

The N. E. A. will meet next year in PHILADELPHIA.

United Effort in Iowa

Marshalltown, Iowa, William F. Shirley, superintendent, has demonstrated that united effort can do things in Iowa.

By a vote of 1,726 to 820 the $400,000 bond issue was carried in every school district.

Considering the reputation Iowa had in some quarters for being scared over "hard luck," it is highly refreshing to see the parent-teachers' associations, the chambers of commerce, and organized labor swinging into the game at a special election and carrying the bond issue over the top by a vote of more than two to one.

Superintendent Shirley went at the proposition sanely. He had Dean Paul C. Packer of the State University there, and made a survey of building needs. Dean Packer never overstates anything, and that gives him large influence. And Superintendent Shirley has been educating the community most skilfully. He put on the most wholesome and impressive pageant of which we have known.

Packer, Shirley, parents, chambers of commerce and labor were as brilliant a combination as has got into any educational game.

Following this issue, the Journal of Education will take its annual vacation. The next number will appear August 13.

Kindergartners at Los Angeles

The International Kindergarten Union held by far its most thrilling convention in Los Angeles July 8-11.

Some thousand delegates were in attendance with representatives from Armenia, China, India, Africa, Germany, Russia, Great Britain, France, Switzerland, Italy, Hawaii and every section of the United States, and they brought messages quite unusual in detail of achievement and in the exuberance of professional spirit.

The kindergarten has lost nothing of the science of its founder and has gained immensely in the promotion of the art of vitalizing the science.

The kindergarten is the one notable inheritance from the masters across the sea that has demonstrated that its founder had a vision of the needs of America and of the world in the new century.

That which made the session of 1925 so really wonderful is the fact that Southern California was on dress parade every hour of every day, giving these delegates from every continent a weather-welcome such as they could have nowhere else, gave them with easy and luxurious travel such mountains and valleys, such ocean beaches, such orchards and vineyards as have never combined for the inspiration of the International Kindergarten Union before, and will not do so again in many a year.

Over and above all this everybody and everything in Southern California was worshiping the kindergarten ideal. Dr. David Starr Jordan and Dr. E. C. Moore, Dr. Will C. Wood, Mrs. Susan M. Dorsey and Mark Keppple, the southern branch of the State University and the University of Southern California, the State Teachers Colleges of Santa Barbara and San Diego, the California Institute of Technology, Occidental College, Pomona College, and the College at Redlands all demonstrated the kindergarten spirit exuberantly.

There were pageants and banquets, luncheons and teas, public and private entertainments professional and social, all to the honor of Froebel and every American who has for seventy-five years worshiped at the shrine of that wonderful leader of all who have promoted the earliest scientific devotion to the child.

No other convention, however vast, has made a nobler contribution to education than did the International Kindergarten Union at its meeting of 1925.

Christian Endeavor Convention

Near eight thousand were in attendance upon the Young People's Society of Christian Endeavor in Portland, Oregon, July 6-12. Rev. Dr. Francis E. Clark, who organized the first Society of Christian Endeavor in his church in Portland, Maine, and has been the only president the National Society has known, was high man at the Portland, Oregon, meeting as he has always been, but he insisted upon being allowed to retire from the active presidency.

The Young People's Society of Christian Endeavor has been one of the great religious forces of America for half a century, and its influence has never slackened in any denomination or in any state and it has never been as great a force for good as it is today.

The really wonderful feature of its functioning is the fact that it has always been strictly orthodox without ever having a row over Fundamentalism; that it has always dealt with live questions without having ever been foolishly fanatical.

At the 1925 meeting there were serious problems to discuss without cursing one another. Here are some of the problems: "Is it necessary to be a Fundamentalist to be a Christian?" "Does dancing indicate a serious defect in moral fibre?" "Is it immodest for a girl to appear on the street in a one-piece bathing suit?" "Can a Christian Endeavorer wear rolled stockings?"

Dr. Francis E. Clark has never been a fanatic and has never lacked moral fibre.

It is the unexpected that happens every time a university president is elected now-a-days. For Orono, Maine, to provide the president at Ann Arbor, Michigan, fitting as it is, would have been unthinkable a few years ago.

Forty Years of D. C. Heath and Company

It is forty years since D. C. Heath & Company established a publishing house with headquarters at 5 Somerset street, Boston. It has been a remarkably successful business along high professional lines, always the advance guard of educational progress.

They will celebrate the occasion with the publication of an account of the early days and of the years that have been evolved through their professional devotion and business sagacity.

Of course William E. Pulsifer and his associates will appreciate any word of greeting from their professional associates. Why not send a brief message at once to 231-245 West Thirty-ninth Street, New York?

Hon. F. A. Cotton of Flagstaff, Arizona, acting president of New Mexico State Teachers College since September, has been elected president for an indefinite term. Dr. Cotton was one of Indiana's eminently successful state superintendents and principal of the State Normal School at La Crosse, Wisconsin.

The N. E. A.'s New President

Mary McSkimmon, of Brookline, Massachusetts, Elected at Indianapolis— Sketch of Her Career as Teacher and Leader

By A. W. BELDING

The presidency of the National Education Association passes from Jesse H. Newlon to Mary McSkimmon. For the sixth time in its history the Association has selected a woman to head its activities. Also, in the same choice, the West gives place to the East—a resident of Denver, Col., being succeeded by a resident of Brookline, Mass. Not since 1903, when Dr. Charles W. Eliot, then active in the presidency of Harvard, became head of the N. E. A., has the honor fallen to a Boston educator.

Miss McSkimmon is a native of Bangor, Me.,

MARY McSKIMMON

Principal of Pierce School, Brookline, Massachusetts; President N. E. A., 1925-1926

and a graduate of the high school of that city. Her first teaching experience was gained at Hampden Academy, near Bangor. After serving at Pocasset, Mass., and at Dedham in the same state, Miss McSkimmon next entered the employ of the Boston schools, becoming a teacher in Dwight grammar school. Then commenced her administrative career, as head assistant at the Dudley School, also in Boston.

In January, 1893, she was called to the principalship of the Pierce School, Brookline, where she has won for herself the esteem and loyalty of pupils, co-workers and community.

Miss McSkimmon's rise to educational leadership was by no means accidental. Gifted by nature with a clear intellect and the capacity for sympathetic understanding, it was her good fortune to come under the influence of several most inspiring teachers. At the Avery School, Dedham, she was associated with I. Freeman Hall, a leader in what was called "the new education." Her teaching at Dwight School, Boston, was done under the helpful guidance of James A. Page, as master. To these educators, and to Superintendent A. L. Rafter and William Rich, an enthusiast in science, she acknowledges personal debts which have become, by the same token, debts of community and nation.

Nor has Miss McSkimmon neglected the exceptional opportunities for further study afforded in Boston. In classes led by able instructors, and in her own extensive reading, Miss McSkimmon fitted herself for constantly larger leadership.

Miss McSkimmon has attained high rank as a lecturer. She has been heard with gratification by gatherings of teachers throughout New England and in other parts of the country. On frequent occasions she has addressed sectional conferences and general sessions of the N. E. A.

She was the first woman to be chosen president of the Massachusetts Teachers Federation, an office which she held for five years. During that period she demonstrated her

JESSE H. NEWLON

President of the National Education Association, 1924-1925, and Superintendent of Schools in Denver, Colorado.

ability as a leader of leaders and an organizer. The number of teachers holding membership in the State Federation increased from 1,000 to 10,500 while Miss McSkimmon was at its head.

When President Coolidge was Governor of Massachusetts, he sent Miss McSkimmon to Washington to represent the state on the Com-

mission on Teacher Shortage. She later represented the state on the Illiteracy Commission.

The N. E. A. has been availing itself of the wisdom and energies of this talented woman for a number of years past, utilizing her in such positions as vice-president, Massachusetts director, and head of the Elementary Principals' Department.

The Indianapolis convention, on July 2, elected Miss McSkimmon to the highest office in the gift of the association, by a vote of 507 to 302. The rival nominee was Cornelia S. Adair of Richmond, Va., who was treasurer of the N. E. A. last year.

Miss McSkimmon will bring to her new office a knowledge of the practical needs of the schools, a sympathy with the teacher viewpoint, and a faith in American ideals of an enlightened citizenry, which should render her a worthy successor to the long line of great educators who have stood at the head of the organized teaching forces of the United States.

By courtesy of the Brookline school committee, Miss McSkimmon will be relieved from active responsibility for the conduct of Pierce School during her year as president of the N. E. A.

"My aim is to see a united teaching profession of three-quarters of a million American teachers," declared the newly elected president.

"I hope to see all groups marching like a great band of pilgrims toward the dawn of a new day, when all children shall have equal educational opportunity," she continued, in an interview reported in the press.

"Next year I expect to be 'the Great American Traveler.' I think it is a glorious opportunity to trace the development of education through the country."

Miss McSkimmon believes that the passage of the federal education bill is the outstanding program of the Association. "The education bill provides for research in education," she said. "That furnishes the means to the end of educational progress. Higher qualifications for teachers, increased participation of teachers in school policies, and all the other progressive movements in the field will be furthered by the creation of a federal department. But after we have the department we shall need a united profession to avail itself of the body of research which will result."

Notes on Indianapolis

Frederick M. Hunter as chairman on "Teacher Tenure in Colleges and Normal Schools" made a report which is published in a twenty-page pamphlet of inestimable value to everyone interested in this subject.

The report covers forty-six teachers' colleges in connection with universities and colleges and sixty-one state normal schools. As a rule the president or principal nominates the teachers and his nomination is equivalent to an election. The teacher-turnover in teachers' colleges has been reduced from 14 per cent. to 8.5 per cent. in three years and in state normal schools from 19 per cent. to 12 per cent.

In 107 institutions there have been but two instances in three years of an appeal to a court decision. There seems to be no call for legislative action in the matter.

Cornelia S. Adair, chairman of the committee on partial payments of the expenses of delegates, reported that 512 delegates shared in the appropriation of $10,000 for the meeting of 1924. She further reported that the plan be continued and that the sum of $10,000 be appropriated for the year, and that railroad and Pullman fares above $50 be paid each delegate, so far as can be done with the appropriation.

George E. Carrothers, Ohio University, Athens, Ohio, for the Committee on Community Relations, emphasized the difficulty of distinguishing the community relations for which the National Education Association should consider itself responsible. He would limit its activity to the use of school buildings by outside groups; organized activities administered by school officials for individuals and groups outside of the pupil body, and curricular undertakings having relations with local community activities. The report is primarily a study of what is now being done by cities in these various lines of service.

Thomas D. Wood, chairman of the Joint Committee on Health Problems in Education, made an encouraging report on what has been done, what is being done, and what is proposed to be done by the committee.

Guy M. Wilson, Boston University, chairman of Committee on Evaluation of Instruction, Department of Classroom Teachers, made the most sensible and workable report of the kind ever presented. He gives a tentative scale on the problem of technique with a purpose to obtain definite objective measures of classroom units. Dr. Wilson's committee has four centres of interest—textbook, subject matter, the teacher and the pupil.

"Rousseau insisted that the child become the centre of the school work instead of subject-matter or book. Froebel carried Rousseau's philosophy into the schoolroom and worked for motor expression and social participation. Pestalozzi emphasized self-activity. Herbart gave us the doctrine of interest, which

under Dewey became a more vital force in the schoolroom and is recognized generally today as motivated or purposeful activity. In work that is fully motivated or purposeful, the child is the real centre. His interest, his needs, as they broaden out into the community and real life contacts, become the proper basis for teaching."

Good practice technique implies that the work is understood by the child; that he knows what to do; that he systematizes his practice; that he observes the laws of memory; that there is adequate application in use.

Anna Riddle, St. Joseph, Missouri, chairman of a Committee on Classroom Teachers' Problems, made a valuable report on "Teacher Rating." It is published as an eighteen-page pamphlet. Every school should have this on file and every superintendent, principal, and school board member should have and retain a personal copy.

Of the answers to questions sent out by Mrs. Mary C. C. Bradford last year 63 per cent. do not think there are too many subjects in the courses of study; 91 per cent. do not think teachers receive too many detailed directions; most teachers thought the cooperation between supervisors and teachers was satisfactory; 60 per cent. did not think that supervisors asked too much of the teachers; 90 per cent. thought the present school day affords sufficient time for doing the work well; the general estimate was that twenty-five to thirty pupils to a teacher is satisfactory. Only two were willing to accept forty-two, and only twenty-four out of 555 thought the limit should be twenty.

About half of the cities of 100,000 population or more have some merit plan for the promotion of teachers; more than half of the teachers approve of some plan for merit promotion and think that definite good comes from such rating. Teachers rarely have access to their rating. In deciding merit, technique of instruction comes first, pupil achievement second, and initiative third. In about one-third of the cities with ratings do the teachers rate themselves. Miss Riddle's report is exceedingly interesting.

Colorado school people honored Mr. Newlon as president of the National Education Association by giving an actual attendance of more than one hundred at Indianapolis.

John F. Sims, Stevens Point, Wisconsin, for the Committee on Child Labor had the most difficult position of any chairman. Never before has there been a chairman of a "committee of one thousand"; never before has a chairman had to record such an elaborate campaign with such a glorious send-off in Congress and such an inglorious legislative ending, and the report of the meeting of the committee in Cincinnati was a strange finale of the committee of one thousand. One member doubted the wisdom of further effort at this time; two suggested the need of more funds; one urged continuing the fight; one wanted more literature, voted to secure funds for the campaign on education among teachers; a plan to raise a fund of $1,000 by asking each member of the committee to contribute one dollar was not favored. "Obvious, from tenor of remarks, that information among members of the committee was not so full or comprehensive as might be desired."

Olive M. Jones made one of the most important reports to the delegate body at Indianapolis upon "Homes for Retired Teachers":—

"Actors, sailors, Masons, and other groups provide for the old age and for the comfort of retired members of their organizations. Many benefit organizations maintain such homes. Homes for the aged poor have long replaced the old-time almshouse in many localities. To few of those homes is the retired teacher eligible. The education, experience and social life of a teacher make the home for the aged poor a harsh return for her years of service. Neither is financial need the only, or even the saddest, part of the retired teacher's need. Companionship to prevent loneliness and grief—this is the need the teacher feels most and says least about. Among people of similar age and with similar experience, as at a Teachers' Home, they would not lack companionship.

"In February, at the Cincinnati meeting of the Department of Superintendence, the committee considered four ways of raising funds.

"Plan A. Collection organization.—Select a chairman for each state. These state chairmen are to constitute the N. E. A. Advisory Committee on a Home for Retired Teachers. In order to secure the names of persons willing to act in such a capacity, letters were sent to N. E. A. State Directors, to State Commissioners of Education, to the president and the secretary of state associations. At date of writing this report, favorable replies have been received from thirty-one states.

"Plan B. Thank offering.—Ask teachers in all the states to contribute one dollar each as a thank offering the day before Thanksgiving Day. This collection is to be made for the fund by the state chairman, or the state director, or the state association secretary, as may be agreed upon in each state.

"Plan C. Endowment by life insurance.—A local or state association may pass a resolution authorizing the contribution of $100, or multiples thereof, annually—for, say, the period of ten years. When in a position to assume the responsibility of the $100, $200, or more per year, then the Association may select one or more members on whose life, or lives, the endowment is to be issued, the number to be determined by the amount of the annual contribution. The premium deposits may be made

annually, semi-annually, or quarterly, as may be most convenient to the Association, but it is preferable to make such deposits annually in advance, when possible. At the maturity of the endowment, the face value—one, or two, or ten thousand, as the case may be, plus the accumulated dividends—will be paid over to the fund of the National Education Association for the homes we desire to create. But in case of the death of the person on whose life the endowment is issued, prior to the end of the endowment period, then the full amount of the endowment will be immediately paid to the National Education Association, plus the dividend accumulation, and all further premium deposits thereon will cease. Advances may be procured on the endowments any time after the third year, thus giving us some of the funds with which to carry on the work prior to, and without waiting to the end of, the endowment period.

"One of the greatest life insurance companies in the world stands ready to undertake the details of this plan if approved by the National Education Association.

"Plan D. Professional collection agency.—There are several highly reputable and long-experienced companies which make a profession of raising funds for worthy causes. The best of them will not undertake a campaign to raise funds until they have thoroughly investigated the need and worth of a cause seeking their services and until the cost of conducting the campaign has been provided exclusive of the fund to be raised."

—

Sarah T. Muir, Lincoln, Nebraska, made a brilliant report on "Ethics of the Profession." The keynote is in the following paragraphs:—

"Having a lofty personal code oneself does not insure that every teacher can be counted on to be actuated by similarly high sources of action, and the profession is judged by all and not by the majority of its members.

"Those lay members of the educational army —school and college board members—may not, by reason of their choice from various callings not remotely concerned with teaching, be capable of understanding an unwritten code.

"The community may not be in a position to appreciate standards of conduct which it does not understand, but will help to enforce moral laws when it does understand them.

"So much talk has been expended of late in directing teachers to 'sell their wares' that niceties of professional decorum are likely to fall into decay in the coming crop of new teachers. The best advertiser may pass for the best teacher.

"There is good tradition behind the formation of codes in both professions and trades. Every one knows the stern rules which for centuries have bound the physician. The legal code is recognized and respected. Of late, one reads increasingly of the journalist's code. Half a dozen recent attempts by newspapers to segregate or to minimize crime news is one of the practical outcomes of a desire to lift the level of the dailies and of their readers."

—

Augustus O. Thomas, the founder and promoter of the World Federation of Education Associations, was so absorbed with the details of the Edinburgh meeting that he could not be at Indianapolis, but he will give a good account of his stewardship in Scotland. When I was in Augusta on June 13 there were listed 1,367 delegates. Of these 596 are from Scotland, 119 from England, and two from Wales; about 500 from the United States, 46 from seventeen European countries, 27 from India, 15 from Canada, 18 from Japan, 9 from Africa, 2 from Australia, 12 from South America.

—

What has happened to "Fred" that he has become "Frederick" M. Hunter? Is it due to the doctorate that he has earned in the University of California?

—

Miss Olive M. Jones, president of 1924, has every reason to be proud of what has resulted from her great Washington meeting. She has reason also to have great expectations for her plans for Homes for Retired Teachers.

—

State Superintendent H. N. Sherwood, short time in office, had heavy responsibilities thrust upon him, but the various educational interests of the state made it easy for them to fall in line with him, or, more truly, for him to fall in line with them.

—

Superintendent E. U. Graff of Indianapolis has always been a past master in organization management. His administration of the Department of Superintendence, the Cleveland meeting, will always stand out as one of the high points in the Department. In Nebraska his work in the State Association in a crisis was a National achievement.

—

By the by Omaha has had the rare distinction of having had three superintendents as president of the Department of Superintendence. William M. Davidson was nationalized by his presidential service. J. H. Beveridge's Cleveland meeting was the first famous meeting under the Reorganization, and Mr. Graff, though elected from Indianapolis, was only just away from Omaha when he was elected president.

—

Indiana's Big Four: W. L. Bryan of the State University, E. C. Elliott of Purdue University, L. N. Hines, State Normal School at Terre Haute, former state superintendent, and Benjamin J. Burris, of Muncie, also formerly state superintendent, are literally the Big Four in leadership as well as in official prestige. They demonstrated it this time.

H. L. Smith, dean of Education of the State University, has a place of prominence in all education affairs in the state second to no university president or state superintendent. His opinion comes as near being law in Indiana as does that of any one man in any other state.

—

United States Commissioner John J. Tigert has won a place in the confidence and esteem of the rank and file which is as creditable to the school people for recognizing his ability as it is to him for demonstrating ability which could but be recognized.

—

Frank W. Ballou, superintendent of Washington and president of the Department of Superintendence, was clear-headed and brilliantly expressive of the needs of the hour on more than one occasion.

—

George D. Strayer was never more skilfully master of situations in many responsibilities than at Indianapolis. The famous, almost fabulous, financial success of the Association this year speaks volumes for the management in which Dr. Strayer has had so vitalizing a part in the years of the great achievements of the Association.

—

In the final analysis the great credit for wiping out the deficit of $35,000 a year ago and the creation of a handsome surplus in the treasury, must go to J. W. Crabtree, the secretary through all the years of world-famous achievements, financial and otherwise. No other educator in any national functioning has shown the same constantly increasing demonstration of efficiency as has Secretary Crabtree.

—

Walter R. Siders, superintendent of Pocatello, and long time member of the Board of Trustees and now president of that board, has been the noble watchdog of the treasury. His frank and fearless report at the Washington meeting in 1924 was notably valuable.

—

The retiring president, Jesse H. Newlon, received the congratulations of his friends on having received the Butler medal given by Columbia University for outstanding work in the field of public school education in the United States.

The medal is awarded annually in silver or bronze. President Newlon was given the silver medal for his "creative work as superintendent of schools in Denver, Colorado, where, under his leadership, adequate financial support has been provided, school buildings and equipment have been developed to meet the needs of a growing community, and the scientific study and revision of the curriculum carried forth."

—

Harold A. Allen's business management has been simply superb, and the editorship of Joy E. Morgan has been of inestimable service to Secretary Crabtree and Mr. Allen.

—

S. D. Shankland, executive secretary of the Department of Superintendence, has been a vital factor in financing the N. E. A., for it is through his department that the educational leaders have been kept in line in dues paying and in mid-winter attendance.

—

George D. Strayer of Columbia University, reporting for the Legislative Commission, reported appreciatively of the work of Miss Charl Ormond Williams for the Department of Education Bill, and outlined future plans. We have recently given the vital points in the proposed Bill so that further account of it here is not needed. Suffice it to say that Dr. Strayer and Miss Williams and every one on the Commission and all officials and leaders of the Association are ardently, intelligently and skilfully handling the interests of education in this matter with every prospect of the passage of the Bill early in the next session of Congress unless some unexpected situation becomes dominant politically.

—

While Charl O. Williams has not been a direct money-getter for the treasury she has done as much as or more than anyone else in creating and maintaining a professional morale without which the Association might be a great commercial venture without socio-civic professional appreciation. Miss Williams has kept the crusade for a Department of Education on an even keel at safe speed without any sagging of public respect for the ways and means employed. When Miss Williams got in action there were several eminently respectable and highly influential political and professional opponents, and one by one these have been eliminated, skilfully and artistically, without the slightest reaction at any time or in any way. We have watched many a campaign for lo! these many years and we have never seen such a quiet, complete triumph of sentiment on any great measure where there were so many opportunities for blunders. Miss Williams has estranged no friends of the measure, has allowed no enemy of the measure to gain any influence with Congress, with the Administration, with school people or with the public.

The avowed opponents have become so ridiculous that the entire body of doubters as to the wisdom of the measure are infinitely more opposed to liquor attitude, child labor attitude, tax-cutting attitude of the vociferous opponents of the Department than they are to any unsatisfactory features of the Department measure. Comparatively few persons of influence are now willing to be suspected of affiliation with the opponents. Miss Williams has helped immensely to make friendship for the Department eminently respectable.

(Continued on Page 78.)

The N. E. A.'s New Education Bill

By CHARL ORMOND WILLIAMS

Field Secretary, National Education Association

The teachers of the nation showed rare good judgment and sound political acumen in their unanimous endorsement of the new Education Bill at the Indianapolis meeting which provided for a Federal Department of Education but which did not carry the appropriation for federal aid. Dr. George D. Strayer presented the report of the Legislative Commission on Thursday morning of the convention, and the force of his logic prevailed. At the meeting of the Commission on Monday previous to his report the whole question was carefully considered and after two hours' discussion it was enthusiastically agreed to support the bill advocated by Dr. Strayer and the legislative representative from Washington who spoke for the co-operating organizations, previously consulted on the question.

Three hundred men and women prominent in every phase of educational activity in the country were urged to attend the meeting of the Legislative Commission. The attendance was most gratifying. The state superintendents were well represented as well as the normal schools, colleges and universities and teachers' organizations. Private and parochial schools were also represented. The endorsement of the measure by that group was whole-hearted and vigorous—a happy omen of the support which was to gather in momentum to the very last day of the convention.

This new bill is a simple and brief measure. It provides for three things:—

1. The creation of a Federal Department of Education with a Secretary in the Cabinet of the President.
2. For the co-ordination of the activities in education now carried on by the Federal Government.
3. For an appropriation to enable the Department to do its work.

It should be understood by everyone that the bill creates a "fact finding" and a "fact disseminating" agency in the Federal Government always at the service of the state and local school systems when called upon for advice or assistance. There are honest differences of opinion among some of the educational groups as to the wisdom or validity of federal aid to the states, but there seems to be little or no opposition among them to the creation of this national research agency in the Federal Government.

One of the most earnest advocates of the bill, Miss Mary McSkimmon, recently elected president of the National Education Association, speaking in behalf of a Department of Education, said:—

> "The greatest need in public school education today is to conserve the precious years of every school child to the end of making them of the highest possible value. The research necessary to lift all school systems to a higher standard will be possible when under the new Education Bill the Federal Government makes the results of research and experimentation available to every school system in the land."

Dr. C. R. Mann, director of the American Council on Education, gives his views in the following paragraph:—

> "Progress in a democracy is not measured by the efficiency of its executive machinery but by the growth of its people. In education the two most significant indications of popular growth are the ever deepening conviction that facts control education and the ever increasing desire to co-operate in establishing the facts that control education. The people are growing so rapidly in these two directions that voluntary agencies can no longer cope with the situation. An adequately equipped and supported Federal Education Office is sorely needed. The present general acceptance of the thesis that facts control education points to a satisfactory solution of this problem, because there are inherent in control by facts, checks and balances which make autocratic control as impossible in education as our political checks and balances make imperialism impossible in government. A fact-finding Federal Department of Education is the inevitable answer."

One of the strongest statements ever made for a Department of Education was made by Dr. Charles Hubbard Judd, director of the School of Education of the University of Chicago and a member of the Executive Committee of the American Council on Education, before the annual convention of the National Education Association in San Francisco, California, in 1923. It is decidedly worth repeating here:—

> "There is urgent need of a great national centre in our Federal Government for the cultivation of scientific information about schools. Many of us do not realize it, but our United States Bureau of Education supplies by far the most elaborate and reliable reports on schools that are to be found anywhere in the world. The reports of our Bureau are the envy of European students of education. The Bureau thus exhibits today the beginnings of the kind of federal support for investigation which needs to be cultivated on a much larger scale. What we ought to seek is an immediate extension of the range of federal support for educational researches and reports. For one, I favor a research department of education after the pattern of agriculture and commerce. We urgently need a central consolidating agency in the Federal Government, able, as the

United States Bureau of Education never has been, to support and foster nation-wide scientific investigation.

"My plea to this Association is that it make itself the centre for the promotion of the one type of control that can find a permanent home on this continent—namely, control through research. My plea is for a union of forces in the careful study of our school problems, for a formulation of principles of organization and methods of work through co-operative inquiry, for the presentation of a solid front to Congress and to the people of the United States in the request for a Federal Department equipped to make scientific studies and to supply that co-ordination and reinforcement which are the greatest needs of our present-day science of education."

The President of the United States in his address to the teachers at the Washington meeting last July showed his keen insight into the educational needs of the country in this respect in this encouraging statement:—

"The cause of education has long had the thoughtful solicitude of the National Government. While it is realized that it is a state affair, rather than a national affair, nevertheless it has provided by law a Bureau of Education. It has not been thought wise to undertake to collect money from the various states into the National Treasury and distribute it again among the various states for the direct support of education. It has seemed a better policy to leave their taxable resources to the states, and to permit them to make their own assessments for the support of their own schools in their own way. But for a long time the cause of education has been regarded as so important and so preëminently an American cause, that the National Government has sought to encourage it, scientifically to investigate its needs, and to furnish information and advice for its constant advancement. Pending before Congress is the report of a committee which proposes to establish a Department of Education and Relief, to be presided over by a Cabinet officer. Bearing in mind that this does not mean any interference with the local control, but is rather an attempt to recognize and dignify the importance of educational effort, such proposal has my hearty endorsement and support."

Under the mandate of the following resolution, which was adopted at the close of the Indianapolis meeting, with just one dissenting vote, the teachers will wage their legislative campaign this fall:—

"We believe that education is a matter of primary concern to the nation as a whole. This national responsibility for education has been recognized from the earliest days of the republic by grants of land and of money to the several states in support of their public school systems.

"We hold that the Federal Government should promote the further development of our state and local school systems through the establishment of a Department of Education with a secretary in the President's Cabinet.

"Efficiency and economy demand that the several agencies of the Federal Government dealing with education now distributed among the several executive departments be consolidated in a Department of Education. We know that this department, operating as a fact-finding and fact-distributing agency, will aid the several states to improve and to develop their public schools.

"We urge the Congress to create a Department of Education in accord with the principles embodied in the bill adopted by this body."

With all of the controversial features eliminated from the bill, with two such able leaders in Congress as Senator Charles Curtis of Kansas in the Senate and Representative Daniel Alden Reed of New York in the House of Representatives, with the optimistic and aggressive support of twenty-seven national organizations, with the sympathetic attitude of President Coolidge, there is every reason to hope that the Department of Education advocated for fifty years by the educators may be established during the next session of Congress. If it is not done, 700,000 teachers of the nation ought to ask the reason why.

The Supreme Court decides that the game and fish act is constitutional. The national government therefore has power, where game and fish are concerned, to protect the interests of the people.

The Monterey Fish Products Company must now discontinue turning into fertilizer fish fit for human food.

The Supreme Court was not able to uphold the constitutionality of an act to protect children, although certain so-called "radical" justices on that august bench did uphold it.

However, our highest court does find a way to protect fish and game. That's something. Protection for children may come later.—Arthur Brisbane.

My Impressions of the Indianapolis Meeting

By AGNES WINN,
Director of the Division of Classroom Service of the National Education Association

The land of "The Hoosier Schoolmaster" has again demonstrated its unbounded hospitality and its interest in educational progress. When 10,000 of the nation's teachers invaded the land made famous by Edward Eggleston, George Ade, Meredith Nicholson, James Whitcomb Riley, and others, for the sixty-third annual meeting of the National Education Association at Indianapolis, June 28-July 3, they found that every arrangement had been made for their comfort and happiness. Unbounded credit is due Superintendent E. U. Graff and his associates, to the Indianapolis Chamber of Commerce convention bureau, and to the business manager of the Association for the dispatch and efficiency shown in handling all convention details.

The famous Clancy breakfast took place as usual on the first Sunday morning of the convention, when seventy-five friends of the "Major's" sat down as his guests in the beautiful Riley Room of the Claypool Hotel to pay fitting tribute to him and to his devotion to the cause of education. The Clancy breakfasts were founded by Major Clancy, Dr. A. E. Winship, Dr. O. T. Corson, and Dr. Homer Seerley, all of whom have been members of the Association for more than forty years. The guest list has grown until now it includes representative educators from every part of the country, and the Clancy breakfast has become an institution in the annals of the Association. Brief addresses, toasts, and songs enlivened the occasion, and several selections by the Indianapolis teachers' double quartette under the direction of Ernest G. Hesser added much to the pleasure of the guests. The sentiments of the entire company were summed up in the following toast offered by Florence Holbrook of Chicago:—

Who is the best loved man in town?
The one who's never seen to frown,
Whose valiant soul is ne'er cast down?
Our Major.

Who's always ready in distress
A man to help?—and, none the less,
A maid if young and pretty, too, I guess
The Major.

Who has more friends than he can count,
Who is of every group the fount
Of wit and wisdom in vast amount?
Our Major.

Who is the friend we all would bless
With love and trust and tenderness,
With hope and peace and joyousness?
Our Major.

Then fill your cup up to the brim
And drink a draught of love to him
Whose genius never can grow dim—
Our Major.

A telegram was sent to Dr. A. E. Winship, who was in California celebrating his fiftieth trip to the Pacific coast, expressing the regret of his many friends that he was not able to be present, the first time he had been absent in thirty-three years.

President Newlon's program successfully carried out the general theme, "Interpretation of the Schools to the Public." The most brilliant address along this line was by Glenn Frank, editor of the Century Magazine, and recently elected president of the University of Wisconsin, who spoke on "Responsibility of the Press in Interpreting the Schools to the Public." Taking the attitude that the responsibility of getting more space for school news in the papers lies with the school people themselves, Mr. Frank said: "If schoolmen wish more matter about the schools in the press, school men must do more things that have legitimate news value in the minds of editors." After expressing the wish that the American press might develop a technique of extracting the news values from creative ideas as well as from incidents, Mr. Frank continued:—

"We school men—I am associating myself with both the press and the school tonight because I happen to be in the twilight zone between an editorship and a university presidency—we school men must realize more than we have yet realized that dullness and scholarship are not necessarily synonymous and that accuracy does not have to be unreadable.

"I suggest, therefore, that we stop centring our energies on trying to wheedle the newspaper into giving more space to the schools; that we do our best to do things in our schools that will be so vital that newspapers will take the initiative in giving more space to our activities, and that we try to make it increasingly clear that the press and school have a joint responsibility in seeing to it that there is thrust into the stream of public thought in terms that men who haven't a Ph.D. can understand those new ideas, new idealisms, and new spiritual values that have been thrown up as by-products of the sciences, philosophies and practical adventures of the modern mind.

"The use of these ideas spells rebirth for our civilization. The failure to use these ideas spells decline for our civilization."

The "Indiana Night" program proved to be a popular one with the delegates with two of the State's most distinguished sons as speakers. Meredith Nicholson, author of fiction and essays, took his audience through historic and literary Indiana in his address, "Culture and Brass Tacks," which combined wisdom, humor and eloquence. Former Senator Albert H. Beveridge sketched the fundamental law of the United States, and made a strong plea for no change in the American system of government in his address, "Steady as She Goes."

A Flashlight on the N. E. A. Convention

By OLIVE M. JONES
New York City

HOSPITALITY

Did any one ever know a better organized committee on hospitality? It was not only what its members did but how they did it. They not only met every incoming train, no matter what the hour or the direction, but they made the arriving delegates feel that they sincerely wanted to do it, and created an impression at once of enjoyment and of freedom from all anxiety. Every detail of organization for the various functions, meeting places and menus, had been anticipated and arranged. Some of us who arrived early, thinking that we might be needed to iron out difficulties or provide for omissions, found ourselves without a job and were a bit lost until we discovered a feeling of great thankfulness welling up within us. If any chairman of a meeting or a social function found need to arrange for anything except emergencies impossible of anticipation, the cause must lie in his or her own failure to give sufficient advance information. But, personally, I did not hear one whisper of complaint throughout the week, and everywhere I did hear praise and appreciation of innumerable courtesies.

THE CLANCY BREAKFAST

How many of my readers know the Major, I wonder. Those who do not have missed a benediction. A lovable old man; with a youthful interest in life and a wide vision of the opportunities and responsibilities of teachers to be realized through the N. E. A.; with a mind that is a storehouse of the history of both education and religion, ever ready to be unlocked for the benefit of those who are honestly seeking the welfare of the cause of American education; with a unique unexpectedness of phrase and action that makes meeting with him a joyous occasion; with a simple, uncompromising expression of belief or principle or policy that makes his friendship a high privilege—this is the "Major" as we lovingly call him, Albert N. Clancy of Minneapolis.

And so through the years we have come to anticipate Sunday morning breakfast with the Major as a rich expression of ideals for the convention and as an opening prayer for guidance in the week of counsels, as well as a semi-annual greeting with the friends who are the Major's guests.

At Indianapolis most of the greetings included a tribute to the Major and an expression of sympathy with him in the bereavement and personal illness which have shadowed his life in the last few months, and a hope that July of 1926 will see him open his forty-third year of membership in the N. E. A. with a blessing on the Association workers.

THE OVERFLOW MEETINGS

President Newlon's judgment in providing overflow meetings was more than amply justified by the numbers present and by the interest and satisfaction expressed by those who were in attendance at the convention but not entitled to a delegate's seat. Ever since the representative assembly was formed there has been need to provide, during the morning meetings of the delegates, for this group which far exceeds even the delegate assembly in numbers. At Washington, in 1924, the historic and scenic attractions made other provision unnecessary. At Indianapolis, in 1925, Mr. Newlon solved the problem by providing three programs dealing with three of the fundamental problems agitating teachers today: teacher participation, the work of teachers' organizations, and character education.

Audiences ranging from two to five thousand listened with close attention to the presentation of these subjects. Discussion from the floor was a marked characteristic of these meetings and an indication of the keen desire teachers have to learn the truth about these three problems. Also these meetings gave ample evidence that attendance of teachers at N. E. A. meetings has been increased, not decreased, by the formation of the representative assembly, while at the same time the business of the Association proceeds in an orderly manner.

COMMITTEE REPORTS

It is becoming increasingly evident that the delegates come to the N. E. A. meetings with a definite determination to get results, to get practical aid in educational issues that they can carry back home and apply to questions confronting them in their own localities. This shows itself most strongly in their attitude toward committee reports, in their demands and criticisms of committee chairmen. This attitude is not always just, but it is hopeful in that it indicates a remarkable degree of professional growth and a recognition of their responsibility as delegates to maintain and develop that professional growth by securing from duly appointed committees constructive suggestions and authoritative studies.

In the first place, they want advance copies of printed reports and are unwilling to approve reports which are presented orally only at a delegate session.

In the second place, they resent not having opportunity to ask questions and to present opposing views. This is one of the healthiest signs of all. Often it is not because they disapprove of a committee's work but because they are aware of opposing views back

home, and they want material for reply.

In the third place, they object to listening to a chairman read a report which is in print and in their convention envelopes, or ought to be. Most of the delegates read the reports, or at least look through them sufficiently to get an understanding of the committee's aims and point of view, and they plan to give further study. At the delegate session they expect a chairman to call attention to what he considers the main essentials of his report and to tell them what further steps he contemplates if they give their consent.

Fourth, they object to committees which run on like Tennyson's brook. They want to get somewhere and to know where they are going. They want an occasional new deal as to committee membership and committee chairmanship.

Fifth, the delegates are inclined to scrutinize committee lists very carefully, and to balance the committee membership from the point of view of rank, sex, locality, professional reputation, introduction of new people, membership in the N. E. A., and a score more. This, too, is not quite fair, for reasons too numerous to mention here.

In fact, I am not mentioning any of these points in either justification or condemnation of the delegate assembly attitude or in criticism of any report presented, but as a statement of facts, of impressions gained by watching the representative assembly in action.

As for the committee reports themselves, they were unusually good and provided enough matter to keep local organizations busy all winter listening to their delegates present them and analyze them. It would be an invidious comparison to attempt to select the best, but the three which provoked the most discussion were the Tenure committee, the Legislative Commission, and the Committee on Standards and Credits for Teachers in Service.

CONVENTION COMMITTEES

Another indication of the businesslike procedure of the N. E. A. conventions is the appearance of "convention committees." Last year a new departure was made in the appointment of a convention committee to consider pending amendments and in the enlargement of the Budget committee and its appearance as a convention committee instead of a subcommittee of the Executive committee. This year to these were added a preliminary committee on resolutions to gather together and make recommendations concerning proposed resolutions in order to save time for the members of the Resolutions committee when elected.

Particularly interesting in view of the new attitude of the delegate assembly towards committee reports is the proposition to go into effect in 1926, of a committee on committees to consider committees as to duplication either among themselves or of departments, continuance or discontinuance or permanency, etc. This, too, will be a convention committee only. Its action should result in regulating the points previously raised about committee reports.

FINANCES

I wonder if the enemies of a professionally united teaching body in the United States, who have for several years, by means of black headlines or cautiously-worded paragraphs, tried to create an impression of extravagance and debt in regard to the N. E. A. financial situation, will give equal publicity to the extraordinary story of sacrifice and stupendous accomplishment made public at Indianapolis in connection with the Budget committee's report. Their failure to do so will be sufficient evidence of their enmity to teachers' organizations in general and the N. E. A. in particular.

In 1924, at the end of four years of phenomenal growth in the membership and departments of the N. E. A., we found that we had been facing each year a difference between the amount of money needed to carry on the various activities. This was not in any sense a dangerous condition and gave no warrant to alarmists, but it was bad finance to continue to spend the total of our income, to appropriate for increased activities on the basis of anticipated income from membership, and to make no additions to our permanent fund in preparation for a possible "rainy day."

The Budget committee of 1924 faced this situation and compelled the Association to face it. Recommendations for the strictest economy in appropriations and expenditures, for basing appropriations on the actual income of the previous year, and for a funding of the deficit over a period of three years were carried.

The Budget committee of 1925 reported the work of the three years done in one and a cash balance besides. This remarkable achievement is due to the devotion and self-sacrifice of the N. E. A. headquarters staff, under the leadership of President Newlon and Secretary Crabtree, and to a renewed interest and hence increased membership among teachers.

PRESIDENT NEWLON'S REPORT

Mr. Newlon instituted a new forward step at the first business session of the representative assembly. He laid before the delegates the great issues which had received executive attention during the year together with a statement of the action taken or suggested for each. It was an able presentation and set the pace for businesslike procedure for the whole week.

MEETING PLACE FOR 1926

Many cities urged their claim to consideration as an N. E. A. meeting place. Seldom have we been so besieged with requests to "wear a poppy for Los Angles in 1926," and to "listen to the Liberty Bell ring in 1926," and to "hear the ukulele in its own home of Hawaii in 1927," and to "come to Seattle and

see its totem pole in 1927," and to "spend the summer among Minnesota lakes after a convention in Minneapolis in 1928," and to "go to the beautiful southern city of Memphis where they'll build hotels for us." At one time I saw a dignified member of the official board of the N. E. A. wearing two Hawaiian leis around his neck, a row of Liberty Bell buttons on his coat lapel, and a Seattle Indian feather hat on his head.

It was lots of fun. The California delegation, wearing green and yellow caps and distributing yellow poppies, would march around the assembly hall or hotel lobbies, and their cheer leader would set us all singing their state song. Close on their heels would come the Washington delegation, wearing caps made to imitate the feathers of old Chief Seattle. Then the lingering beauty of Minnesota's state song and the sound of the ukulele played as only Hawaiians can play it would contest for our attention. And then would come Secretary Kelley of Pennsylvania with his enticing smile, as he slipped a button or a picture or a bell into your hand and coaxingly said: "You're for Philadelphia in 1926, I'm sure."

And believe me, whatever the speeches made at the convention may have been, none exceeded the oratory displayed at the meeting of the Board of Directors when the claims of each city were formally presented. California has sent us many platform speakers and their Los Angeles man set the ball rolling. All of us in the N. E. A. watch Superintendent Davidson of Pittsburgh rise to his feet with joy and expectation of oratorical treat, but you should have heard Superintendent Broome of Philadelphia! He certainly was stirred and captured everybody's imagination with his picture of the N. E. A. meeting in Philadelphia, where it originated in 1857, and sharing in the 150th anniversary of the Declaration of Independence.

Whether it was Mr. Broome's newly revealed oratory or Jessie Gray's promise on behalf of the classroom teachers that "they couldn't be responsible for the thermometer, but they would give us the warmest reception we ever had," I don't know, but the preferential vote was for Philadelphia for 1926. The matter was then referred to the executive committee with power.

THE ELECTION OF THE PRESIDENT

Two remarkably fine women presented themselves as candidates. Both were members of large and enthusiastic delegations. Both had given loyal support to the N. E. A. program and policies. Both deserved good things of their fellow members in the Association. But only one could be elected, and the choice of the voters fell upon Mary McSkimmon of Massachusetts.

THE STATE DELEGATIONS

What a fine showing they made and what a wonderful spirit of comradeship they exhibited and developed! Enough space has already been given to the delegations presenting their invitations as meeting places, and there were so many others. Massachusetts solidly united behind their candidate, Miss McSkimmon; New Jersey coming to the front as never before and securing the presidency of the Department of Elementary Principals for Ide Sargeant; New York with city and up-state seeking to unite to make a demonstration in 1926 to rival any California ever made; Colorado, proud of the president, Jesse Newlon, as one of their own, and greeting in song on the opening night the appearance of State Superintendent Mary C. C. Bradford, as she responded to the addresses of welcome, and of Mr. Newlon as he stepped forward to make his opening address; Maine emphasizing its desire to achieve recognition for Florence Hale; Virginia urging strongly the candidacy of Cornelia Adair, and inspiring us all to sing "Carry Me Back to Old Virginny," a song which has somehow come to belong to all America; Texas sitting in a front row and proudly wearing their "lone star" emblems; the states of the "Inland Empire" boasting that they include in their membership the chairman of the N. E. A. trustees, Walter Siders; a past president of the N. E. A., Josephine Preston, and the president of the Department of Classroom Teachers, Julia Spooner; North Dakota sending Minnie Neilson to preside over the Council of Administrative Women; Louisiana with a teacher of charm and dignity to second the nomination of J. M. Gwinn, now superintendent of San Francisco, once of New Orleans, to the new Board of Trustees; the District of Columbia still justly proud of the convention of 1924, and anticipating the meeting of the Department of Superintendence in February, 1926; Tennessee, whose state director is one of the best liked men in the N. E. A.; Ohio conspicuously assisting in making the new election procedure operate harmoniously; Illinois, stretching across the centre of the house with a very large and interested group, but not singing as often as I could wish that most beautiful of all the state songs; Nebraska, who seems to have sent out more notable workers into the N. E. A. than any other single state.

Do you realize that I can go down the list of states and tell some striking points I noticed about each one? I'm afraid I am betraying some of the notes I was making as I sat on the platform mornings.

FOLKS WHO WERE THERE

First mention goes to Dr. Winship, who was not! Everybody missed him. Everybody asked for him. Everybody feared something had happened to him, and everybody was greatly relieved to know that an anniversary celebration kept him in California. It seems impossible to visualize an N. E. A. meeting without him.

And now I'm on dangerous ground, for I

shall probably leave out some one who strongly deserves mention. So let me remind you that this is a record of impressions only, and I shall not refer here to any one whose presence has already been noted in another paragraph.

Where shall I begin in naming some of the individuals who made their presence felt? Suppose we say California—they'd be sure to do it themselves! And you can't avoid seeing Fred Hunter or Mary Mooney, always on the job when loyal service is needed. And let me urge you to keep your eye on Anna Frasier, who made her first appearance on the N. E. A. platform, and that ardent little girl from Los Angeles whose name I never did get.

Next mention goes to a state generally modest in its pretensions, New York, my "own native land." There we have some coming people getting ready to do or die for the N. E. A. and its program. Mrs. Peixotto and Jackson Gallup and William R. Lasher, and a new group from Mount Vernon. Tracing in my mind down the Atlantic Coast, I see rising in their places in their respective delegations or earnestly working in committees, Mary O'Connor, Annie Woodward, Julia Sullivan and others from Massachusetts—there's a group of high-minded teachers,—Charles Dyke of New Jersey, and H. V. Holloway of Delaware, Nannie Thompson of Virginia, sustaining all we ever heard about Southern girls and making her mark in the N. E. A., Wil Lou Gray of noted achievement for the Education Bill, which one of the Carolinas does she come from anyhow?

Traveling around the Gulf, I see the familiar picture of Superintendent Abercrombie sitting at the head of the Alabama delegation, and of Superintendent Marrs seated beside a clever girl from Galveston, Mamie Bastian (I hope I have that first name right, for I like her too much to make a willing error). Going up the Mississippi, I am reminded of two young teachers from Arkansas and how they interested me with their searching questions—I wish I knew their names now. And then I get into Missouri and find so many fine workers that it makes a long list—Anna Thompson, Anna Riddle, W. T. Longshore, John J. Maddox, Ella Victoria Dobbs, Uel Lamson, and some more.

Who can think of Iowa without a feeling of veneration for Homer Seerley, or of Wisconsin without remembering the services of Carroll G. Pearse? That reminds me of the folks around the Lakes—Agnes Doherty (for twelve years a trustee of the N. E. A.), and Helen Shove and State Director Shephard from Minnesota, that energetic worker and 1925's president of the Elementary Principals Department; Jessie M. Fink of Michigan, Anna Lockwood Peterson and a host of other teachers from Ohio too numerous to mention.

So I start West again, and reach Nebraska to find myself confronted with the same problem, so many to mention, but I want you to know Ruth Pyrtle and Superintendent Lefler of Lincoln, and Superintendent Beveridge of Omaha, before we go into Colorado to get lost in a maze of staunch supporters of the N. E. A., prominent among whom stands out Anna Laura Force. Then down into New Mexico goes my mind with a memory of Isabel Eakles and her courageous stand; up into Washington with a grateful thought of Clara Jahnke's assurance of help for the home for retired teachers, and of Arthur Gist's work, and across into Idaho to think of Elizabeth Russum, who added to my other reasons for liking her such cordial recognition of the worth of Walter Siders.

And did I forget Dr. Finegan and Dr. Strayer? Well, they were there, a host in themselves!

Hoosiers as Hosts

By L. N. HINES

Indiana Night at the meeting of the National Education Association at Indianapolis, June 30, was the "high spot" of all of the week's meetings. At least, we Indianians like to think that all the visitors were more interested in the program presented Tuesday night than in any other program of the week. We Hoosiers are somewhat justified in this opinion, because the largest crowd of all was in attendance. The Tabernacle, that has a normal seating capacity of about ten thousand persons, was filled to overflowing, the interest was great and the messages were unusually fine.

The head-liners for the evening were Meredith Nicholson, author, of Indianapolis, and Albert J. Beveridge, former United States Senator from Indiana. Governor Ed Jackson, who was to preside, could not be present because of his being in attendance on a conference of State Governors in Maine. Hon. Frederick E. Schortemeier, secretary of state for Indiana, presided in the absence of the Governor.

The Indianapolis Teachers' Chorus, Ernest G. Hesser, director, sang in splendid style several selections at the opening of the program. President Jesse H. Newlon, of the N. E. A., introduced Mr. Schortemeier to the audience and the program was in full swing.

Meredith Nicholson was never in better form as speaker and humorist than he was on Tuesday night. He gave many delightful reminiscences of Riley, Booth Tarkington, George Ade, and others of the galaxy of Hoosier celebrities

who have carried the name of Indiana around the world. Meredith Nicholson is a neighborly and friendly sort of man. He likes folks everywhere, but especially does he like Hoosier folks. He belongs in a deep sense to the Valley of Democracy, and everywhere and always through his address he bubbled over with love for his native state, with information about its literary geniuses, from Edward Eggleston to Kin Hubbard (Abe Martin). Meredith Nicholson explained why Hoosiers take to literature and politics, and he emphasized the fact that the state can produce presidents and vice-presidents, or other office holders, on a moment's notice.

The audience was for Mr. Nicholson from first to last, and those who heard him will long remember his humor, his philosophy, and his eloquent tributes to his fellow-citizens. Throughout it all Mr. Nicholson carefully concealed the fact that he himself is a literary man and is on the list that includes Lew Wallace, Maurice Thompson, Charles Major, William Herschell, William Lowe Bryan, Kate Milner Rabb, George Barr McCutcheon, Albert J. Beveridge, and others of that numerous company who have given Indiana a name and fame for the excellence of its literary output.

The last number of this remarkable program was an address by Albert J. Beveridge, formerly United States Senator from Indiana for twelve years, author of "The Life of John Marshall," and other works, and an orator of great power. Senator Beveridge's subject was: "Steady as She Goes." His address was a masterly defence of the American constitution. He presented many arguments why some of the radical proposals of recent times in regard to the changes in the Constitution and in the procedure of the United States Senate should not be adopted. No exposition of any subject could be clearer than the arguments Senator Beveridge presented in support of his propositions. His address furnished additional proof of the fact that he is one of the most clear-headed statesmen of our time. Those who heard him will not forget soon his powerful arguments in behalf of his position as to what should or should not be done with the Constition of the Union. Senator Beveridge by his address gave easy and understandable evidence that he, too, is to be ranked high among those Hoosiers who have won high fame throughout the history of the commonwealth.

Indiana Night was a great success.

The largest auditorium in the state of Indiana is known as the Cadle Tabernacle, Indianapolis. Few of the visitors who attended the meetings in the Tabernacle knew anything of the interesting history back of the construction of this building.

The man who built the original tabernacle is named Howard Cadle. He became a convert in another state at one of the meetings of the great English evangelist, Gypsy Smith.

When Mr. Smith came to Indianapolis four years ago to hold a series of meetings, Mr. Cadle built a tabernacle for these meetings. Later, the temporary structure was removed and the permanent tabernacle was built. Within its walls are held many of the great religious and educational meetings that come to Indiana. The Cadle Tabernacle in every way suited the needs of the National Education Association for its general meetings.

Dr. George D. Strayer, of Columbia University, presided over a large and harmonious group of educational leaders at the Lincoln Hotel Monday afternoon, June 29. This group met to consider the latest form of the educational bill that is to be pushed through Congress. The latest form of this measure does not provide for Federal aid to the states for education, but it does provide for a Secretary of Education in the President's Cabinet, for the combining and unifying of the various educational offices and bureaus in Washington, and for the appropriation of enough money to make a real Federal Department of Education effective in furnishing high-grade leadership to the nation. Every teacher in America should get behind this new Educational Bill, a copy of which may be secured by writing either to Dr. Strayer or to Miss Charl O. Williams, Field and Legislative Secretary of the National Education Association, Washington, D.C.

Perhaps no one individual at the Indianapolis meeting attracted more sympathetic attention than did Zadi, an Armenian child five years old, who was once a starving waif found by the roadside in Turkey by Dr. and Mrs. C. B. Gannaway, of Seattle, Washington, who were doing work in the Near East. Zadi was brought to the meeting of the N. E. A. by Mrs. Gannaway in order that the teachers might see in concrete form what good results are being achieved by the Near East work.

One of the features of the early general sessions was the presenting of a gavel made of olive wood to President Jesse H. Newlon. This gavel was made in a carpenter shop at Old Nazareth. The little child won large praise by her presentation and by her singing "America" in perfectly good English. In presenting the gavel she said: "It gives me pleasure to present to you the gavel of olive wood made in the Bible lands by orphans of the Near East Relief, who every day say, 'God bless America' and sing 'My Country, 'Tis of Thee.'"

Zadi was a welcome visitor to the meetings of the Association.

An experimental school must always be ready to try to un-uniform its subjects and methods when good reasons can be shown for doing so.—Otis W. Caldwell.

Four High Spots

By E. C. BROOME
Superintendent, Philadelphia

In many ways the Indianapolis meeting was a splendid convention. The weather was delightful excepting that, on the last two days, the much reputed Middle-West summer weather showed us what it could do, if called upon.

The program was of an unusually high order. It had unity. It was built, in so far as possible, around the idea of interpreting the schools to the people. As 1925 closes a quarter of a century of progress in American education, some of the papers were restrospective, some dealt with present problems, others with future prospects.

Monday morning was the big session of the general program, with such outstanding speakers as F. W. Ballou of Washington, D.C., George D. Strayer of Teachers College, J. M. Gwinn of San Francisco, President E. C. Elliott of Purdue University, and President W. L. Bryan of Indiana University. All of these speakers lived up to their reputations in fine style; Bryan's paper was a model of good sense, fine feeling and exquisite expression.

While all of the general sessions were good, I have not the time or space to describe each. I will speak only of the four which seemed to me to stand out, even above the uniform high plane of the entire program. Tuesday evening's session was one of these. Meredith Nicholson and ex-Senator A. J. Beveridge were the stars of the evening. Nicholson's paper was sensible, ingenious and bright; and Beveridge's paper was a masterly discussion of national problems. Although Beveridge spoke for an hour and a half, he held the close attention of his great audience of six thousand people until the end.

The third notable session was the discussion of moral education on Thursday morning. Superintendent Davidson of Pittsburgh presided in a masterful manner and made a telling introduction and summary which did much to raise the audience to a pitch of enthusiasm which is seldom attained at a summer meeting. All of the papers were good; but State Superintendent Sherwood's statesmanlike handling of the problem was generally regarded as the high-water mark of the session.

The fourth notable session was the Thursday evening meeting. Intense heat and coatless men marked the occasion, but the great audience remained to the end. Besides the excellence of the other papers, this session was again made notable by one outstanding address, that of Glenn Frank, president-elect of Wisconsin University. He took as his theme "Responsibility of the Press in Interpreting the Schools to the Public." His main point was that the schools will get adequate attention from the press when school people do more creative things in which the public will be interested.

The programs of the several affiliated organizations were unusually good. There was more interest than usual in the contest for the presidency. It was a woman's turn; and the two nominees, Miss Cornelia Adair, teacher of Richmond, Va., and Miss Mary McSkimmon, principal of Brookline, Mass., presented to the delegates the unusually difficult problem of choosing between two estimable candidates. The final result was the election of Miss McSkimmon by a vote of 507 to 322. Both women received an ovation the morning after the election at the meeting of the Representative Assembly, when Miss McSkimmon rose from the floor to speak in favor of a resolution on the Child Labor Amendment, and Miss Adair, as treasurer, read her report. The good sportsmanship which was manifested on this occasion was typical of the fine spirit that pervaded the entire convention.

A Veteran Conventioner's Viewpoint

By A. W. CLANCY
Minneapolis

Of course Dr. Winship, being one of the original three, was greatly missed from the Clancy breakfast. Miss Olive Jones gives an account of this breakfast in her report in this issue. Telegrams were received from Arthur Chamberlain and Fred M. Hunter regretting their inability to reach Indianapolis in time to be present at the Sunday breakfast owing to a derailed train.

Third delegate convention assembled for roll call on Monday morning with about 1,100 present. State songs and greetings enlivened the occasion.

President Newlon's opening address and report, showing work of the year and the forward look for the year, was enthusiastically received. The organization work of the president of the previous year added greatly the enrollment of new members for this year. Membership is over 150,000 today.

President Newlon made a superb presiding officer on every occasion. His policy of allowing no announcements or interruptions to the regular business was appreciated by the delegates. The preliminary preparations for the convention, arranged by the local committee, of which Superintendent E. U. Graff was the chairman, greatly aided in caring for all the

departments in connection with their places of meeting so that no one was tired out by hunting for his particular place on the program. Superintendent Graff deserves great credit.

Mary McSkimmon gained friends every time she appeared before any assemblage, be it a general meeting, in committee, or at a social gathering.

ONWARD, MASSACHUSETTS.
[Sung by Boston Teachers' Club.]

Onward, Massachusetts! As in days of yore
Lift on high Old Glory—songs of praise outpour.
We are still united— one great people free.
Holding fast our birthright, Love of Liberty.
Onward, Massachusetts! As in days of yore
Lift on high Old Glory—songs of praise outpour.

Noble men and women helped to build our State.
Founded it on Justice, made it truly great.
Now we name a leader for the N. E. A.
Dear Mary McSkimmon—as we proudly say.
Forward, Mary McSkimmon—champion of right!
A new dawn is breaking, with a promise bright.

Senator Beveridge, the leading orator of Indiana, gave a masterful address on constitutional law. We all remember him as the pioneer champion for the Child Labor Law.

Glenn Frank, the new president of the University of Wisconsin, might be called the social philosopher of the day. The comment of many teachers was that his address, alone, was worth the trip to the convention.

As Seen By a California Editor

By ARTHUR H. CHAMBERLAIN
Managing Editor, Sierra Educational News

The Indianapolis meeting of the National Education Association was a decided success. President Newlon struck a responsive chord when he chose as the central theme for the convention that of interpreting education to the public. The term "selling" education has probably outlived its usefulness. Education is not to be sold but interpreted. Throughout the five days of the convention, whether in delegate assembly or department meeting, the speakers seem to have caught the spirit of the slogan suggested by President Newlon.

Were I to characterize the Indianapolis session in comparison with the splendid meetings of years passed, it would be on the superiority of the reports given before the delegate assembly. The work of the past years is beginning to manifest itself in these reports. Committees are investigating. Their researches and studies are scientific, not superficial. The data and findings are carefully analyzed and the main facts so arranged and the implications made so clear as to render these reports of great and lasting value. Among the outstanding reports which should be read by all teachers when these are made available through publication are those on "Classroom Teachers' Problems," by Anna Riddle; "Tenure," by Frederick M. Hunter, and numerous other excellent reports.

Among the especially outstanding discussions on the theme of interpreting the schools to the public, should be mentioned that by President E. H. Lindley of the University of Kansas, on "The College and the People"; that by Miss Ella Victoria Dobbs of the University of Missouri, on "The Functions of Teachers' Organizations"; and the one by Joy E. Morgan on "The Responsibility of Educational Journalism."

A page could be written on the important points brought out in each paper, address or discussion. Were we to select the one most outstanding address, it would be that of Glenn Frank, editor of the Century Magazine and recently elected president of the University of Wisconsin. Mr. Frank had for his subject "The Responsibility of the Press in Interpreting the Schools to the People." This youngest of our university presidents is one of the most eloquent speakers upon the American platform. His phrasing and diction are remarkable, his logic convincing. Thoroughly foundationed in philosophy and science and with a background of wide and intensive experience, his keen wit and penetrating epigram hold the attention in the most scholarly and profound presentation.

Mr. Frank pointed out that the press of the country had two chief functions—to print news and to create a financial balance for itself. In the past the press has given front page space in the matter of news to those activities of the school that the school people themselves have rated as of chief importance. If the papers have treated of superficial things, the difficulty lies not with reporters or editors, but with the schools themselves. So thinks Mr. Frank. Let the professional educators re-evaluate their work. Let them push to the fore the things that are really fundamental and worth while in a developing democracy, and the newspapers, according to President Frank, will at once be glad to play up as news these important issues and activities as they now emphasize minor and superficial things. The burden of responsibility is thus thrown, not upon the press, but upon the school people themselves.

President Frank out of a rich experience contends for what he calls a "Literature of Hope" in contradistinction to the old "Literature of Despair."

Superintendents Took Active Part

By S. D. SHANKLAND

Executive Secretary, Department of Superintendence

BRINGING THE COURSE OF STUDY UP-TO-DATE

Old things in the curriculum must pass away. School people of every rank are giving thought to the course of study as never before. Two hundred or more school systems are enrolled in the co-operative plan of curriculum revision organized under the auspices of the Department of Superintendence. Representatives of these systems met in a conference at Shortridge High School on Monday afternoon. Superintendent Edwin C. Broome of Philadelphia, chairman of the Commission on the Curriculum, presided. It was reported that ten subject committees were already fully organized and at work, covering the fields of mathematics, social studies, health, art, language and composition, character, spelling, elementary science and nature study, reading, and music. Reports of studies made are to be reported in the Fourth Yearbook of the Department of Superintendence. The most important practical results will probably come from the increased interest in curriculum problems which has been aroused in all parts of the country through the work of the Commission on the Curriculum.

BREAKFAST FOR PRESIDENT BALLOU

The Indianapolis Convention was notable for the number of superintendents of schools in attendance and for the enthusiastic manner in which they entered into the convention spirit. On Monday morning about a hundred friends of Dr. Frank W. Ballou, president of the Department of Superintendence, had a breakfast in his honor at the Hotel Lincoln. State Superintendent Henry Noble Sherwood of Indiana presided. President Jesse H. Newlon of Denver spoke in appreciation of Dr. Ballou's services as superintendent of schools in Washington, as host for the summer meeting a year ago, and as an active supporter of the National Education Association. Superintendent Ballou responded with brevity and sincerity. The greetings of the California delegation, who were at a breakfast in another part of the hotel, were extended in a cordial and happy way by Superintendent J. M. Gwinn of San Francisco.

PLANS FOR THE WASHINGTON MEETING

Superintendent Frank W. Ballou, president of the Department of Superintendence, entertained at dinner in the Lincoln Hotel on June 28, the presidents of the fourteen departments and organizations which have been invited to co-operate with the Department of Superintendence in the winter meeting at Washington. A tentative program was submitted for criticism and suggestion. The opening Vesper service will be held on Sunday afternoon, February 21, at 4 o'clock. Other general sessions of the Department of Superintendence are scheduled for Monday morning, Monday evening, Tuesday morning, Wednesday morning. Thursday morning, and Thursday evening. The session Tuesday morning will be the annual business meeting for members only. On Tuesday evening it is planned to hold a joint meeting with the National Society for the Study of Education. Wednesday evening is reserved for college dinners. Allied organizations and topic group meetings will be held in the afternoons.

The general sessions will be held in the new Washington Auditorium, which was completed last winter. It has a seating capacity of six thousand persons. A dozen committee and conference rooms are located on the upper floors of the Auditorium. In the basement there is 28,000 square feet of floor space for exhibit purposes. Headquarters, registration, and post office will be in the Auditorium. Membership of the Department is so great that no single hotel has the facilities for handling the headquarters.

No other meeting of the National Education Association has produced such a wealth of well-written thoughtful papers on a wide variety of educational topics, and none has been more generously treated by the newspapers. The public's interest in education has reached a new high point.—Joy Elmer Morgan.

Children of Today the Best Ever

By MARY McSKIMMON

Principal, Pierce School, Brookline, Mass.

[Boston Traveler, May 17, 1925]

A few years ago the spoiled American child was the theme of many a caustic pen, native and foreign. Today the little children seem to go along their happy way serenely, most of them intelligently brought up by their mothers, all of them highly approved of by their fathers. With much more freedom than children of other nations, they are frank and winsome. No one can honestly call them spoiled.

As to the school children, all experienced teachers will agree that they were never so easily controlled as now. They are good comrades with each other, consider their teacher to be their friend, and are proud of the honor of their school. The judges of the juvenile courts in well ordered communities throughout the state will tell you of the vast improvement in the behavior of the children of today. In whole school systems, truancy, the mother of mischief, is almost unknown. The policeman is rare who does not speak with pride of the fine boys and girls on his beat, even if he has to admit that they are too daring in the face of the perils at street crossings. The school children are better behaved than their fathers were.

As for the older boys and girls, they are as unspoiled as we will allow them to be. Parents who in their own youth lived frugally, worked hard, saved thriftily, and denied themselves the self-indulgence that weakens and debases, will not let their children, through these methods, earn that same best gift of enduring character. They pamper their sons and daughters with the gratification of every wish. Unearned luxury degrades youth by destroying all incentive for endeavor. If the young people are spoiled, it is we who are to blame. We who know too well the power of suggestion surround them with abundant suggestion to evil. If we were as shocked at the bad film as we think we are, it could be put out of commission by simply refusing to pay to see it.

We cannot choose what laws we will obey—liquor, speeding, gambling—and then expect our young people to set us a good example by obeying them all. When we clean up our own lives, these young folks will have the chance to be what they were born to be, not only unspoiled, but the material out of which a new world will be made, and the best one that this old earth has ever seen.

Notes on Indianapolis

(Continued from Page 65.)

The superintendents will meet in Washington in the winter, and the National Education Association will meet in Philadelphia in July. Superintendent Frank W. Ballou of Washington will preside over the February meeting, and Miss Mary McSkimmon of Brookline, Massachusetts, over the Philadelphia meeting. The Atlantic Coast seems destined to monopolize the educational attractions for the next twelve months.

The Principals of Elementary Schools, W. T. Longshore, president this year, are certainly the great success of the National Education Association departments next to the Department of Superintendence. They had the presidency of the N. E. A. in 1924 and have elected the president for 1926. Their banquet was the great success of the Indianapolis meeting.

The leading event at Indianapolis was the introduction of President Mary McSkimmon by Miss Adair, whose congratulations in a pledge of loyalty by every one led to unprecedented applause.

The real oration at Indianapolis was by Dr. William M. Davidson at the Rotary Luncheon, at which Dr. Robert J. Aley presided.

Dr. Payson Smith, Massachusetts Commissioner of Education, said:—

"Many teachers make the mistake of thinking that they need not dress well because their work is in the classroom. They think that any old dress is good enough. This isn't quite fair to the children. I realize that the matter of cost often enters, that many teachers feel they cannot afford to wear the kind of clothes they would like for their schoolrooms. I don't profess to know much about the mysteries of feminine attire, but I am told that clever women can accomplish much in the way of becoming dress with scant means. Of course, higher pay to teachers would help greatly.

"Often people don't realize how much children notice a teacher's dress, and how much they appreciate pretty clothes worn by their teachers.

"Teachers' dress is not a matter for regulation by boards of education, however. All a superintendent needs to do is to employ women of gentle breeding and they will dress in good taste."

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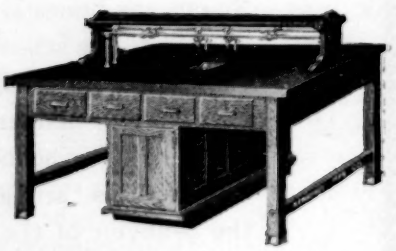

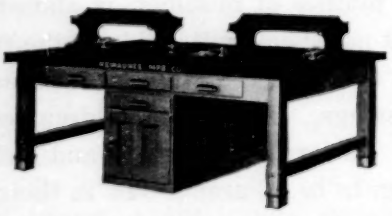

Students' Biology Laboratory Table No. 1006

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Students' Domestic Science Desk No. 1605

For two students. One drawer and one cupboard for each; larger drawer used in common. This is a very practical desk.

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Book Table

[No publisher or author dictates one line that goes on this page. Nothing is said here that the Editors of the Journal of Education do not believe to be true.]

HISTORY MADE VITAL

"Our Nation's Heritage." By Reuben Post Halleck, M. A., LL.D., and Juliette Frantz, M. A. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

The present American need is the interpretation of the past through a vision of the future.

History is no longer a record of what once was. Facts have not made history. Truth in history is valuable only when it applies to influences which still live. "Mute inglorious Miltons" have been of no account as compared with the Milton who for many generations has been thrilling men and women who have been worth while, and never did John Milton throb in the breast of humanity more than in the twentieth century.

"Our Nation's Heritage," by Reuben Post Halleck and Juliette Frantz (American Book Company), tells the truth about as much of the past as will impress itself upon the future.

To these authors, today is the keystone in the arch between yesterday and tomorrow, and we are ready to hazard anything on the assertion that this will be the line of success in future approaches to American History.

"Our Nation's Heritage!" What magic in those words! A youth inherits wealth which has no significance except the use he makes of it. If he squanders it, he simply magnifies the fact that he is not a vital son of the man whose thrift and wisdom accumulated the wealth.

A young man's heritage is many sided. Lands, stocks and bonds are only the outward sign of what he was expected to inherit.

It is the same with history. "Our Nation's Heritage" is the wealth of certain civic, industrial, social, intellectual and religious experiences of our ancestors in the Holy Land, in Egypt, in Greece, in Rome, in other European and British countries, and in the makers of America. So much of the past as has value today is "Our Nation's Heritage."

It is in no sense a question what these things were worth in their day, but what are they worth today?

The English pound sterling was put on a gold basis only when the government announced its purpose to pay its debts. Belgium, Italy and France were saved from financial despair when their governments announced a purpose to arrange for the payment of their war debts.

It is public confidence that our nation will put its historic heritage on a gold standard basis of justice and mercy that will make history of any value.

History has no value in school. or college, in home or business until we demonstrate a purpose to make it function one-hundred per cent. in our influence today and tomorrow.

School history is not a matter of amusement, is not a collection of facts as true as a mummy and as useless for three thousand years as the mummy has been. Whatever of importance there may be scholastically in knowing a lot of things about eggs laid ten million years ago, but were never hatched, there is no educational value to the public school boys and girls of today in anything that never functioned, that never will function in anyone's life, now or hereafter.

Halleck and Frantz have set a noble example of using little of the past simply because it was once important or is now interesting. They have sought to learn what there was in the past that is now accepted as a heritage, that will be used on a hundred per cent. basis for the good of the world.

Sometimes a book has behind it a great thought, but the book is not a great book because the thought is poorly worked out. "Our Nation's Heritage" is, we believe, a great book. The writers have shown remarkable skill in selecting and presenting their material. The story they have told is fascinating. The language is clear and simple. The illustrations are fresh and illumine the narrative. The volume stirs the imagination, stimulates thought, awakens curiosity.

The broadening effect of placing such a text in the hands of young people is beyond measurement. A generation exposed to a treatise of this sort would have no Henry Fords declaring history to be "bunk."

Beginning with "What Our Early Ancestors Learned," the chapters trace the contributions we have received from Egypt, the Near East, Greece, Rome, Christianity, the Teutons and other new races in Europe and England. Other chapters tell how we got our language; how people lived in the Middle Age; how the New World was discovered; how explored; how colonized; and how the colonies became a nation. This sketch of the contents is only fragmentary.

We predict for this text a notable and well deserved success.

SCIENCE FOR REAL CHILDREN

"Open Doors to Science." By Otis D. Caldwell and W. H. D. Meier. Boston, Chicago, New York, Atlanta, Dallas, San Francisco: Ginn and Company.

One of the educational glories of this New America is the ease with which children in the grades can learn how to learn vital scientific facts and truths by observation and by the use of up-to-the-minute books such as "Open Doors to Science," by Otis D. Caldwell and W. H. D. Meier.

He isn't much of a boy or hasn't much of an elementary school course if he cannot replace a "fuse plug," if he cannot read the number of amperes a fuse plug will carry without breaking, if he does not know enough to have the new fuse plug have the same number of amperes that the useless one had.

Knowing a lot about predicate adjectives, heights of mountains and lengths of rivers was all right for a boy's father before there were traffic rules for chauffeur and pedestrian, before girdling beetles were ruining a million dollars' worth of famous forest pines on the Pacific Coast mountains in a year, and thousands of other facts and truths indispensable to health and comfort as well as to prosperity, industrially and commercially.

It was all right year before last to have a child the first month learn to read "I see a cat," but now before he goes to school at all he must know how to read Danger Signals.

It is all right to fool with the curriculum scheduling when and where and how a child should learn why he inverts the divisor and proceeds as in multiplication, but it is indispensable that every child should know and appreciate how to open the doors to science.

"The Fundamentals" in school life are learning to know how to use everything a child learns in school in learning out of school about the common problems of living, and we think "Open Doors to Science," which Otis W. Caldwell and W. H. D. Meier have adapted to the use of elementary

schools, is a contribution to school literature comparable to the discovery of the use of the spark plug in a motor. The spark plug makes possible the piston that makes the wheels go round, and "Open Doors to Science" makes a child's thinking make the wheels of home life and other out-of-school life go round safely, wisely and delightfully.

MEET EIGHTEENTH CENTURY ENGLAND

Merrill's English Texts, "The Rivals," Sheridan; "She Stoops to Conquer," Goldsmith. Edited by Mabel A. Bessey, A. M., Brooklyn, N. Y., School Department.

"Old plays bring with them a subtle fragrance of the past, and charm us with the quaint speech and custom of an age remote from our own."

So writes Mabel A. Bessey, A. M., of the Brooklyn (N. Y.) school department, in the foreword to her little volume of eighteenth century plays in the series of Merrill's English Texts.

The plays included in the book are Sheridan's "Rivals" and Goldsmith's "She Stoops to Conquer." The publishers claim for this text that it purveys to the student the very flavor and atmosphere of the period in which the scenes were laid. And the claim is no exaggeration. The introduction itself gives a brief but masterly sketch of the time and the authors. The notes explain just enough. The typography and binding make an attractive, readable book. And the plays are, as Miss Bessey suggests, the two pieces of literature which could least be spared of any produced in England of the eighteenth century, because nowhere else are the manners and life of that interesting era so vividly mirrored.

TWO ITALIAN TEXTS

"Beginners' Italian Reader." By Lawrence A. Wilkins, director of Modern Languages in the High Schools of New York City, and Catharine R. Santelli, Teacher of Italian in the Newtown High School, New York City. Cloth. Illustrated. vii+217 pages.

"Cuore." By Edmondo de Amicis. Edited with direct-method exercises, notes, and vocabulary, by Olin H. Moore, Ohio State University, and D. P. Rotunda, University of California. Cloth. Illustrated. x+224 pages.

New York: D. C. Heath and Company.

Though Italian is still far from the place it ought to have in American education, nevertheless there has been a marked increase of interest in the study of Italian not only in colleges, where it always has had a certain appeal, but also in high schools, particularly in cities like New York and Buffalo. A survey conducted by D. C. Heath and Company last year showed some 3,300 students of Italian in colleges and some 5,000 in secondary schools. This number might well be increased ten times over without unduly emphasizing the importance of Italian as a cultural and "practical" subject in the curriculum. One of the causes for the present encouraging growth is doubtless the largely increased and improved stock of textbooks now available, of which these two recent publications of the house of Heath are representative.

Mr. Wilkins is one of the two or three best known language men in America. He has to his credit an imposing list of textbooks in Spanish and French, and has been a pioneer in many things that have led to the betterment of foreign language teaching in the United States. In "Beginners' Italian Reader" he has collaborated with Miss Santelli, an Italian teacher of experience and originality, to present a reader that may be used almost at the very beginning of the Italian course. The material deals with Italian life and culture and with the great men of Italian art and letters. Short poems in Italian are interspersed among the prose selections. Lists of useful expressions, proverbs, etc., and the words and music of Italian songs add to the utility and interest of the book. Exercises of the modern, varied type are included. The vocabulary indicates graphically the quality of the vowels "e" and "o" and the voicing of "s" and "z," as well as the place of the accent.

"Cuore" is a popular favorite of long standing. It purports to be the journal of an Italian schoolboy, with an episode for each month of the school year. It may well follow an elementary reader like that of Wilkins and Santelli, with which it is uniform in a number of respects. Professor Moore and Mr. Rotunda are among the well-known Italian teachers of the country; they have brought to their editorial work thorough knowledge and real enthusiasm. The vocabulary employs the same phonetic system as the reader already mentioned, and the editors have provided, in addition to an introduction on the great de Amicis and his work, ample notes and a fine set of exercises employing all the current devices for oral and written drill based on the text.

Both textbooks are attractively illustrated, and both enjoy the advantages of excellent typography and finished paper. The publication is an educational event.

HISTORY AT THE FOUNTAIN HEAD

"Source Book of American History." Edited by Albert Bushnell Hart, Harvard University. New York: The Macmillan Company.

Another piece of excellent editing is a "Source of American History," from the hand of Dr. Albert Bushnell Hart of Harvard University. (Macmillans.)

Within the compass of 450 pages this eminent historian has gathered a most illuminating collection of documents, letters and other articles bearing direct testimony upon the history of our country. Such material needs to be given its proper setting by the use of a connected textbook, of course. As Dr. Hart himself says, history cannot be thoroughly taught with a series of lantern slides—any more than it can with a series of line sketches in a daily newspaper. Yet the lantern slides and the pictures are a help. And so is a source book, filled with well chosen papers of not too great length and put together with suitable side notes telling where each document fits into the unfolding narrative of a great nation's life and progress. The day has happily passed when the main object of the history teacher was to cram the pupil full of facts and dates. More important is it to lead him to live again in the time about which he is studying, and to realize that the men and the women whose deeds are recorded were human beings, doing what it was natural for them to do under the circumstances. History must not only adhere to fact, it must clothe the fact with life and reason. Dr. Hart's new Source Book should contribute greatly to that end.

Books Received

"Luis De Leon, a Study of the Spanish Renaissance." By Aubrey G. Bell.—"A Greek-English Lexicon." By Henry George Liddell, D.D., and Robert Scott, D.D. Oxford University Press, American Branch, New York.

Merrill's English Texts: "The Rivals," Sheridan; "She Stoops to Conquer," Goldsmith. New York: The Charles E. Merrill Company.

"Purposive Writing and Speaking." By Joseph A. Wallace and James Milton O'Neill. New York: Longmans, Green and Company.

"Commerce and Industry." By J. Russell Smith.—"High School Chemistry." By Charles E. Dull. New York: Henry Holt and Company.

"Source Book of American History." By Albert Bushnell Hart, Ph.D.—"Teacher's Manual to the Story of Human Progress." By L. C. Marshall.—"Christian Monasticism." By Ian C. Hannah, F. S. A. New York: The Macmillan Company.

"Primer of Physiology." By John W. Ritchie.—"Primer of Sanitation." By John W. Ritchie. Yonkers-on-Hudson, New York: World Book Company.

"Statistical Tables for Students on Education and Psychology." By Karl J. Holzinger. Chicago: The University of Chicago Press.

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Education in Action

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

In the Town Room, 3 Joy street, Boston, is an exhibit of twenty-three colored posters showing the needs and opportunities for community service on the part of school attendance officers. There are home difficulties, health problems, mental adjustments, other kinds of delinquency besides truancy from school to be dealt with. These are all effectively portrayed in this unusually thought-provoking set of posters prepared by George A. Pickert, attendance officer of the Haverhill, Mass., schools.

The police census just compiled shows that Boston has a population of 772,134. In 1915 the figures were 745,439; in 1920, 748,060.

The third Biennial Intercollegiate Conference, held at Cornell May 1 and 2, was called not to promote extra-curricular activities nor to formulate codes of action applicable to all the colleges and universities represented, but for the purpose of endeavoring to place these activities on a basis which will insure the most beneficial results to those participating and strike a sane balance between them and curricular work.

Dr. William J. Crozier, professor of Zoology at Rutgers, will become director of the Zoological Laboratory at Harvard on June 30.

The Roosevelt awards, established by the Roosevelt Memorial Association in 1923, are given annually in three out of ten fields. These fields are administration of public office, development of public and international law, promotion of industrial peace, conservation of natural resources, promotion of outdoor life,

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The president of the association, Dr. James R. Garfield, has announced the award of medals this year as follows: Gifford Pinchot, governor of Pennsylvania, for service in behalf of conservation of the nation's natural resources; George Bird Grinnell, author and naturalist, for work in promoting outdoor life; and Miss Martha Berry, founder and director of the Berry School in Georgia, for "the promotion of the welfare of women and children."

F. D. Farrell, dean of Agriculture at the Kansas State Agricultural College, has been appointed acting president to succeed Dr. W. M. Jardine, now secretary of agriculture.

The Hampton Tuskegee Endowment campaign has reached four million, one hundred thousand dollars, and of this amount one hundred and fifty thousand dollars has been subscribed by the colored people of the United States who, though they constitute only ten per cent. of the population and one per cent. of the wealth of the nation, have given five per cent. of this campaign fund, according to announcement made at the closing of the program of the fifty-seventh anniversary of Hampton Institute.

A few days ago a man who refused to make known his identity appeared at the desk of Ralph E. Brown, comptroller of Boston University, and insisted upon leaving a package with the statement that a client wished to present what was enclosed to the university. It proved to be $20,000 in high grade five per cent. gold bonds. The man declined to accept a receipt or to give an address to which a letter of appreciation could be sent.

A resolution passed at the recent convention of the American Institute of Architects called attention to the fact that 1932 will be the 200th anniversary of George Washington's birth, and recommended that the event be celebrated by "the completion of Washington's plans for the capital and the opening of a glorified city of Washington to the nation and the world."

A gold medal which was to have been presented to John Singer Sargent by the institute was transmitted to two sisters of the dead artist.

During the closing weeks of the college year prominent speakers addressed the students in the Boston University School for Police on special phases of law and police work. This school, one of the many activities of Boston University, has been in existence only one year.

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MEETINGS TO BE HELD

JULY

29-31: National Association of Teachers in Colored Schools, Durham, N. C. W. W. Landers, 1034 Bridge avenue, Charleston, W. Va.

AUGUST

1-6: American Home Economics Association, San Francisco, California. Katherine Blunt, University of Chicago, Chicago, Ill.

10-15: Association of Agricultural Teachers of New York, Ithaca, N. Y. Stephen Salmon, Endicott, N. Y.

SEPTEMBER

3: Massachusetts State Normal School Teachers, Bridgewater. William D. Parkinson, State Normal School, Fitchburg, Mass.

OCTOBER

10: Wyoming State Teachers Association, Casper. J. C. Knode, Laramie, Wyo.

14-17: National League of Compulsory Education Officials, Duluth, Minnesota. James R. Cannon, Providence, R. I.

19: California Teachers Association, Northern Section, Sacramento. Charles C. Hughes, Sacramento, California.

22-24: Indiana State Teachers Association, Indianapolis. Benjamin J. Burris, Muncie, Ind.

22-24: Utah Educational Association, Salt Lake City. J. T. Worlton, City and County Building, Salt Lake City.

28-31: Washington Education Association, Seattle, Tacoma and Yakima. W. H. Grayam, Puyallup, Wash.

29-30: Illinois State School Board Association, Decatur. W. B. Read, Peoria, Ill.

30: At Greenfield, Mass., Franklin County Teachers' Association.

29-31: Rhode Island Institute of Instruction, Providence. Clara E. Craig, Coll. of Ed., Providence, R.I.

NOVEMBER

5-6-7: Colorado Educational Association: Western Division, Grand Junction; Southern Division, Pueblo; Eastern Division, Denver. H. B. Smith, secretary, 520 Commonwealth Building, Denver, Colorado. Charles A. Lory, Fort Collins, Colo.

5: Wisconsin Association of Mathematics Teachers, Milwaukee. Wisconsin Association of Modern Foreign Language Teachers, Milwaukee, Mrs. Rove Buim, High School, Racine, Wis. Wisconsin Association of Vocational Schools, Milwaukee. A. G. McCreary, Beloit High School Building, Beloit.

5-6: Iowa Home Economics Association, Des Moines. Lillian G. Orr, 2019 Douglas street, Sioux City.

5-6: Kansas Association of Teachers of English, Kansas City. James R. Start, Kansas State Teachers College, Hays, Kans.

5-7: Colorado Education Association, Denver. H. B. Smith, 520 Commonwealth Building, Denver, Colo.

5-7: Iowa Association of Teachers of English, Des Moines. A. Starbuck, Iowa State College, Ames, Iowa.

5-7: Iowa State Teachers Association, Des Moines. E. C. Lynn, Donnellson, Iowa.

5-7: Kansas State Teachers Association, Kansas City, Coffeyville, Emporia, Wichita, Dodge City, Salina. A. J. Stout, Topeka, Kans.

5-7: Minnesota Education Association, St. Paul. R. B. McLean, Teachers College, Moorhead, Minn.

5-7: Wisconsin Teachers Association, Milwaukee. A. G. McCreary, director of vocational education, Beloit, Wis.

6-7: Pennsylvania Association of Deans and Advisers of Women, Harrisburg. Laura H. Carnell, Temple University, Philadelphia, Pa.

6-7: Wisconsin Physical Education Association, Milwaukee. W. O. Clark, Racine, Wis.

7: College Entrance Examination Board, New York City. Mary E. Woolley, Mt. Holyoke College, S. Hadley, Mass.

9-10: National Association of State Universities in the United States

of America, Chicago, Illinois. E. H. Lindley, University of Kansas, Lawrence, Kans.

10: Women's Educational and Industrial Union, Boston, Mass. Margaret McGill, 264 Boylston street, Boston, Mass.

11-14: Missouri Society of Teachers of Mathematics and Science, St. Louis. W. H. Templen, Central High School, Kansas City, Missouri.

11-14: Missouri State Teachers Association, St. Louis. Ella V. Dobbs, Columbus, Mo.

12-14: Arkansas State Teachers Association, Little Rock, Ury McKenzie, Superintendent of Schools, Hot Springs, Ark.

12-14: Association of Urban Universities, Washington, D. C. W. M. Lewis, George Washington University, Washington, D. C.

20-23: Missouri Society of Teachers of History and Government, St. Louis. T. M. Marshall, Washington University, St. Louis, Mo.

23-24: New York State Teachers Association, Syracuse. Theodore Zornow, Madison Junior High School, Rochester, N. Y.

23-25: South Dakota Education Association, Mitchell. C. S. Hall, Bellefourche, S. D.

24: Southern Industrial Education Association, Washington, D. C. Laurence R. Lee, 1228 Connecticut avenue, Washington, D. C.

24-25: Public School Trustees' Association of Virginia, Richmond. E. G. McGehee, Charlotte, Va.

25-29: Virginia English Teachers' Association, Norfolk. H. A. Miller, Junior Night School, Petersburg, Va.

26-28: National Council of Teachers of English, Chicago, Illinois. F. W. Gosling, Superintendent of Schools, Madison, Wis.

26-28: Texas State Teachers Association (colored), Dallas. H. B. Pemberton, Marshall, Texas.

27-28: Maryland State Teachers Association, Baltimore. M. S. H. Unger, Westminster, Md.

27-28: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Columbia University, New York City. F. C. Ferry, Hamilton College, Clinton, N. Y.

27-28: Central Association of Science and Mathematics Teachers, Chicago, Ill. Elliot R. Downing, University of Chicago, Chicago, Ill.

28: Association of Modern Language Teachers of the Middle States and Maryland, Columbia University, New York City. Elsie I. Jamieson, Kensington High School, Philadelphia, Pa.

DECEMBER

1-4: Association of Colleges and Secondary Schools of the Southern States, Charleston, South Carolina. W. D. Hooper, University of Georgia, Athens, Ga.

14-18: California Teachers Association, Southern Section, Los Angeles. Claude W. Sandifur, Box 108, E. Third street, Lankershim, Calif.

27: American Historical Association, Ann Arbor, Michigan.

28-29: American Nature-Study Association, Kansas City, Missouri. M. R. VanCleve, Board of Education, Toledo, Ohio.

28-30: Illinois State Teachers Association, Springfield. E. C. Fisher, Superintendent of Schools, Peoria, Ill.

28-30: American Psychological Association, Ithaca, N. Y.

29-31: Florida Education Association, Jacksonville. Joseph Roenur, Gainesville, Fla.

29-31: Pennsylvania State Education Association, Scranton. Jessie Gray, Philadelphia, Pa.

29-31: Modern Language Association of America, Chicago, Illinois. B. J. Vos, Bloomington, Ind.

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